

The St. Louis Regional Collaborative for Educational Excellence Update to the Governor

August 4, 2015

Introductory Remarks

Governor Jay Nixon

Overview

**Don Senti, Ed.D.
Executive Director
EducationPlus**

Session Outline

Content	Individual(s)	Notes
Introductory Remarks	Governor Jay Nixon	Opening comments
Overview	Don Senti	Framing the work and the session Data
Normandy Plan	Charles Pearson	Highlights of the plan
Riverview Gardens Plan	Scott Spurgeon	Highlights of the plan
Normandy Assessment Plan	Matt Goodman	Processes and products: MSIP system, monitoring schedule
Professional Development Opportunities	Jen Tiller	Offerings aligned to district plans
District Partnerships—Three Examples	Keith Marty, Donna Jahnke, Mike Fulton	Comments tied to plans
Dialogue	Governor and Superintendents	

Goal of The St. Louis Regional Collaborative for Educational Excellence

- To help the Normandy Schools Collaborative and Riverview Gardens School District to become accredited by the 2017-2018 school year.

Guiding Principles

- The unaccredited districts are in turnaround mode. Our objective is dramatic change that can be sustained beyond a two-year period.
- Both effectiveness and efficiency will drive the decision-making process for actions to be taken.
- The impact of the work will be measured by incremental progress of the accountability plans.
- We are helpers and will be guided by the needs as determined by the superintendents of Normandy Schools Collaborative and Riverview Gardens.
- We cannot become a bureaucracy, create red tape that will slow things down or divert attention from teaching and learning.
- We should help select and coordinate input from outside agencies or organizations who wish to support work in the districts.

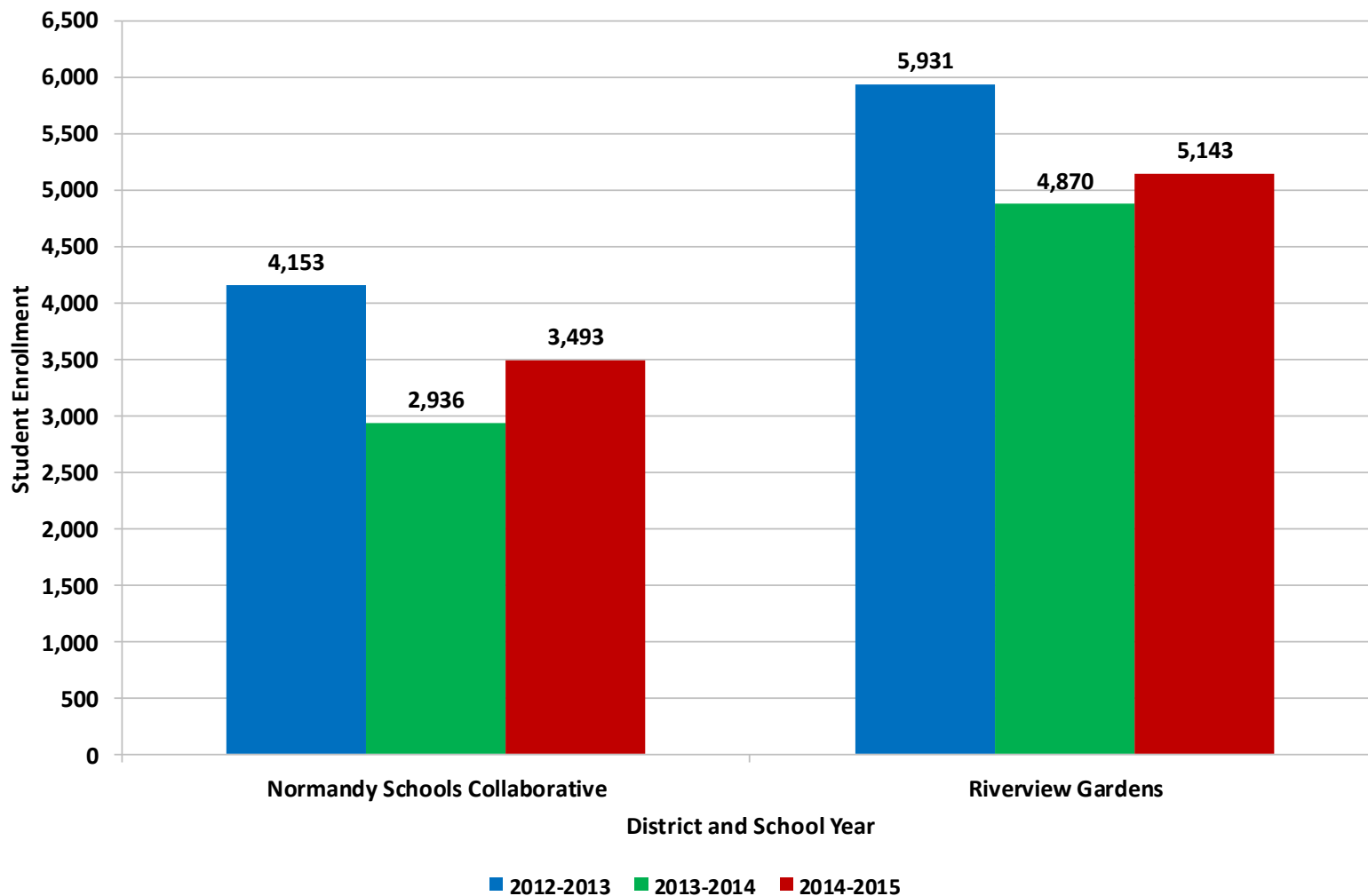
26 Districts in The St. Louis Regional Collaborative for Educational Excellence

Brentwood
Clayton
Ferguson-Florissant
Fort Zumwalt
Francis Howell
Hancock Place
Hazelwood
Jennings
Kirkwood
Ladue
Lindbergh
Mehlville
Maplewood-Richmond Heights

Normandy
Orchard Farm
Parkway
Pattonville
Ritenour
Riverview Gardens
Rockwood
Special School District
St. Charles
St. Louis Public Schools
University City
Webster Groves
Wentzville

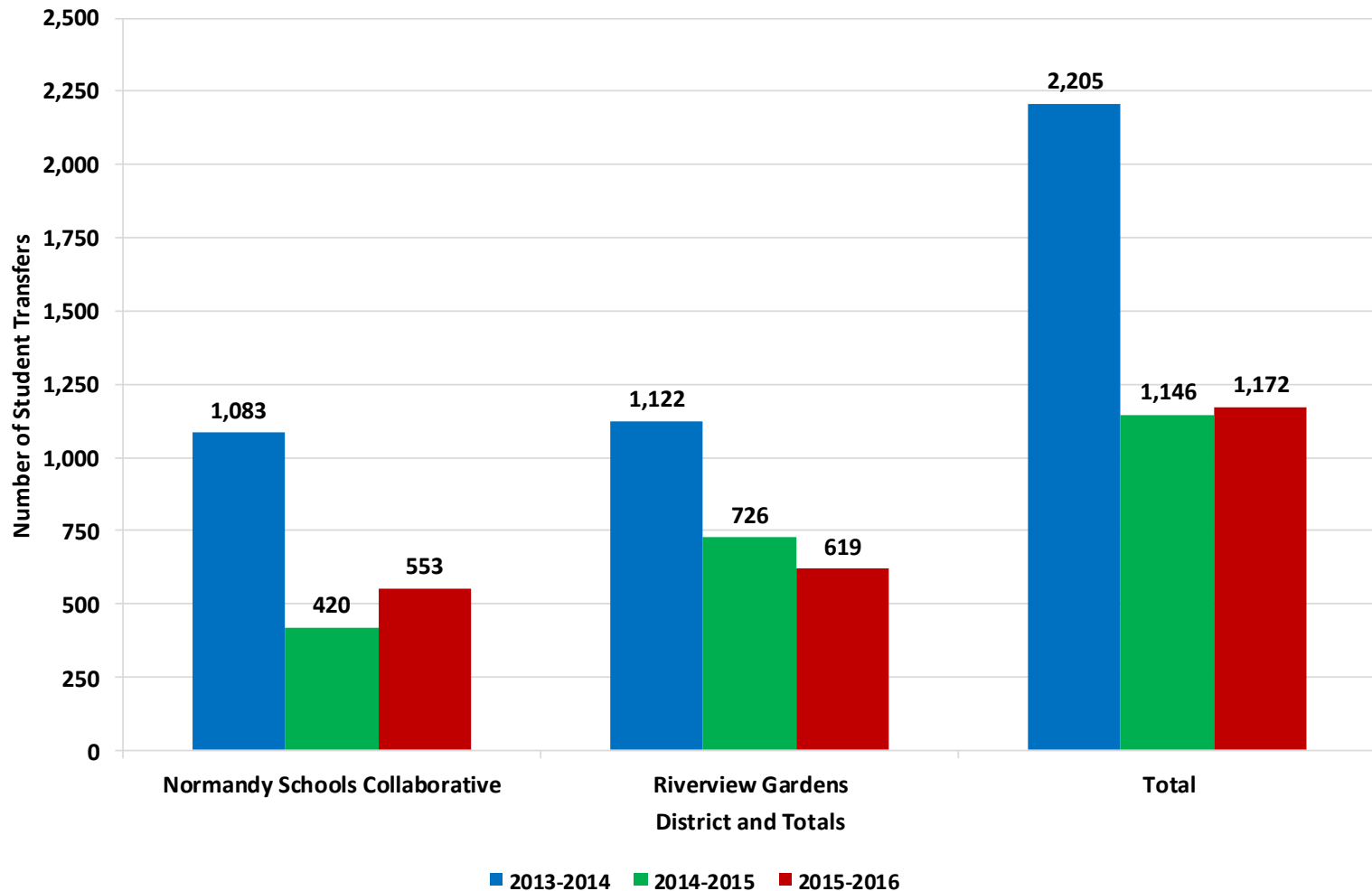
District Enrollment

**Normandy Schools Collaborative & Riverview Gardens
District Enrollment, 2012-2013 to 2014-2015**



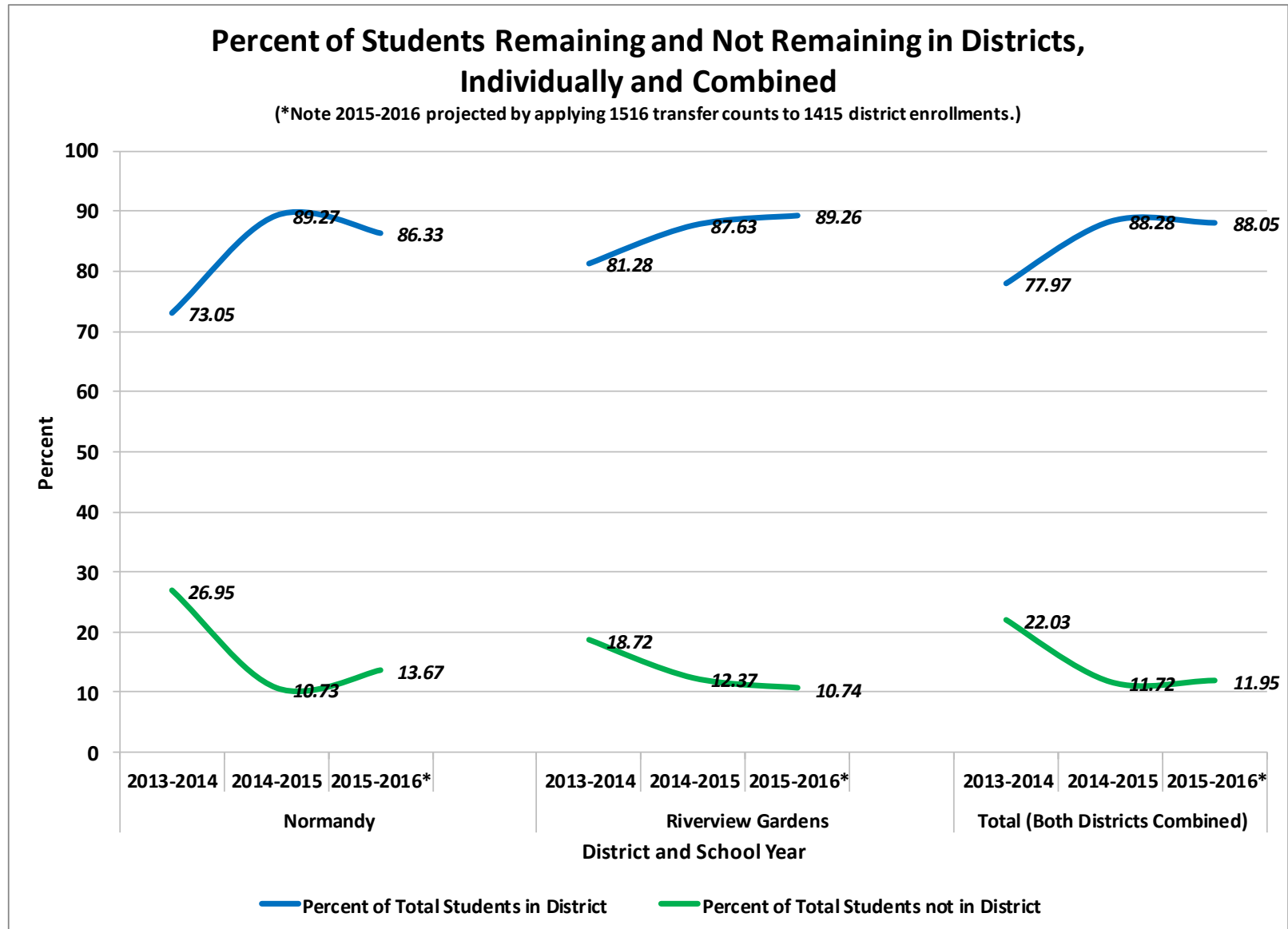
Student Transfers

**Normandy Schools Collaborative & Riverview Gardens
Student Transfers, 2013-2014 to 2015-2016 as of July 31, 2015**

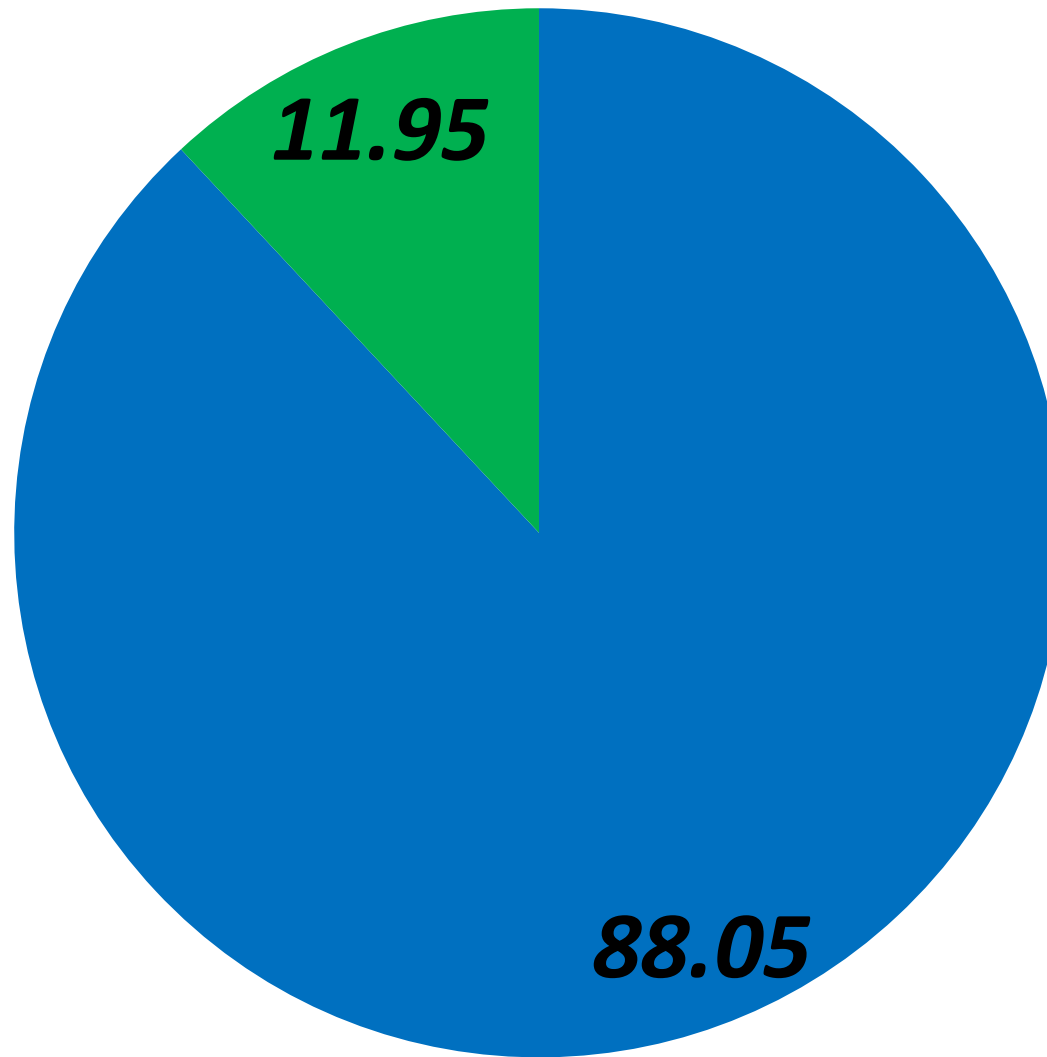


Students Remaining and Not Remaining

(*Note 2015-2016 projected by applying 1516 transfer counts to 1415 district enrollments.)



Percent of Students Remaining and Not Remaining in Districts, Total--Both Districts Combined 2015-2016*



*Note 2015-2016 projected by applying 1516 transfer counts to 1415 district enrollments.

■ Percent of Total Students in District

■ Percent of Total Students not in District

Normandy Schools Collaborative DESE Approved CSIP Summary

**Charles Pearson, Ed.D.
Superintendent**

Normandy Plan

Leadership

<u>Goal 1</u> : The Normandy principals and assistant principals, responsible for the development of teachers in their schools, will increase inter-rater-reliability regarding teacher observation in SY2014-15.
Strategy A: Using the Missouri Observation Simulation Tool (MOST) NSC administrators will complete all five video clips (providing rationale and feedback for each) for indicators 1.1 Content Knowledge and 1.2 Student Engagement. Strategy B: Administrators must successfully achieve a minimum of one additional video per quarter where their rating falls within one of the state's benchmark rating. If their rating fails to meet the criteria, the administrator(s) must complete additional videos until successfully reaching this quarterly goal.
<u>Goal 2</u> : The Normandy principals, responsible for the development of teachers in their schools, will increase the frequency of providing meaningful feedback based on accurate observations of performance to every teacher in SY2014-15, as evidenced by a pre and post administration of a feedback survey to all teachers.
Strategy A: Normandy principals will participate in one half-day Coaching Lab session per month for the first 6 months. Strategy B: Principals will complete a minimum of 5 observations for each teacher throughout the year that includes use of the evaluation observation form, an accurate assessment of performance and meaningful feedback. Principals provide feedback based on Look-Fors identified in the teacher's growth plan. Strategy C: Principals will provide frequent (2 per teacher, per week) instructionally-related interactions that include meaningful feedback (i.e. observation form, conference on growth plan, data team interaction, 30 second or 5 minute feedback strategies).
<u>Goal 3</u> : Each Normandy principal, responsible for ensuring high academic achievement for all students, will ensure the establishment of a leadership team which consists of, at a minimum, the school principal and a certified staff member representing each ELA and Mathematics collaborative team in the school.
Strategy A: The principal's leadership team will meet each month to review school-wide student data and modifications to instructional practice in ELA and Mathematics based on the findings in the data.

Focus: Implementation of the Missouri Educator Evaluation System. Builds evaluation and feedback skills in principals. Principals are equipped to recognize key strategies of Rutherford "Artisan Teacher" Framework and provide quality feedback to teachers on those strategies.

Normandy Plan

Collaborative Cultures

Goal 1: By the end of SY2014-15, all collaborative teams will have documented shared discussions and follow-up actions at least twice monthly on any of the following topics: data to inform of student progress, aligning instructional practices to academic standards, assessing teaching/learning practice effectiveness based on student data.

Strategy A: All certificated staff members in each Normandy school will be a member of a collaborative data team, organized by grade level, subject area, grade span or other identified organizational structure; these teams will develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.

Strategy B: Educators intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.

Strategy C: Each data team member will demonstrate increased proficiency at organizing and analyzing student data and adjusting instruction based on student data as evidenced by the Growth Guide on Quality Indicator 7.2 on the Use of Data to Improve Instruction.

Strategy D: Data team implementation will be reassessed at beginning of second semester focusing on fidelity, scheduling and effectiveness of implementation.

Focus: Data Team Implementation. The Data Team model supports analysis of student performance data using pre and post tests; reviewing lessons for effectiveness; identifying where individual students are struggling or succeeding and how to adjust instruction to improve student outcomes.

Normandy Plan

Curriculum and Assessment

Goal 1: By the end of SY2014-15 80% of students will meet the literacy growth targets as measured by interim benchmark Assessments.
Strategy A: The NSC will implement Balanced Literacy in grades K-5 as supported by literacy coaches and district administrative staff as evidenced by benchmark assessments, observations/feedback from principals and literacy coaches, and data team meetings. Strategy B: The NSC will implement Sylvan Learning diagnostics and small group instruction as an intervention for identified struggling readers as a complement to Balanced Literacy at the elementary level. Strategy C: The NSC will implement ELA Standards-Based Pacing Guides that will increase rigor in English Language Arts at the secondary level. Strategy D: The NSC will provide specific guidance in effective instructional strategies to teach the priority standards at all levels.
Goal 2: By the end of SY2014-15 80% of students will meet the mathematics growth targets as determined by interim benchmark assessments.
Strategy A: The NSC will provide specific materials and pacing guides for consistency in mathematics across the collaborative. Strategy B: The NSC will provide specific guidance in effective instructional strategies to teach the priority standards. Strategy C: Data from formative assessments based upon analysis of the priority standards and benchmark assessments will be a primary component of data team meetings.

Focus: Implementation of pacing guides in Literacy and Mathematics. Writing of curriculum in English Language Arts, Mathematics, Science, and Social Studies. Implementation of formative assessments to aid teachers in determining the best classroom practices for diverse learners.

Normandy Plan

Effective Instruction

Goal 1: By the end of the SY2014-15, 95% of classrooms will demonstrate increased student engagement and depth of knowledge as indicated by the General Observation Feedback Form (Missouri's Educator Evaluation System).

Strategy A: Principals will focus on giving teachers feedback based on the Rutherford "Artisan Teacher" Framework to identify teaching behaviors that support increased rigor, DOK levels and student engagement in the classroom.

Focus: Quality feedback to teachers to enforce a high level of use of the Rutherford "Artisan Teacher" Framework strategies. Principals focused on increasing the level of challenge in lessons and the level of actual engagement of students during the lesson.

Riverview Gardens DESE Approved CSIP Summary

**Scott Spurgeon, Ed.D.
Superintendent**

Riverview Gardens Plan

Leadership

<p>Goal 1 : By spring 2015, the district will increase in MPI points in MSIP Standards 1 and 2 in all state assessed content areas: ELA 272.3, Math 254.1, Science 239.2 and Social Studies 247.2</p> <p>Strategy A: Lead and monitor ongoing implementation, including professional development, of the Missouri Educators Evaluation System standards focusing on: (1.1) Improving Teacher Content Knowledge; (1.2) Increasing Student Engagement and (7.2) Analyzing and Responding to Student Data/Work</p> <p>Strategy B: Monitor and evaluate teacher practice to ensure content and structure that is alignment to Missouri Learning Standards/Common Core State Standards, the district's Essential Learning Targets, K-12 technology curriculum to meet 21st Century Learning Goals, the District Benchmark Assessment and District Formative and Summative Assessments in preparation for administration of the SMARTER Balance Assessment and End of Course Assessment</p> <p>Strategy C: Implement and evaluate an instructional management system that includes the Professional Learning Communities Model and effective implementation of the Data Team process.</p> <p>Strategy D: Implement and evaluate master schedule, course matrix, and intervention and enrichment processes that ensure student exposure and matriculation through essential coursework and pathways that provide preparation for SMARTER Balance Assessment, End of Course Assessment, and post-secondary education Career Training/Military or workforce.</p>
<p>Goal 2: By spring 2015, the district will increase in MSIP Standard 3 by: (3.1-3) Increase to 34% (ACT/SAT/Compass/ASVAB), (3.4) Increase to 29% (AP/TSA/Dual Credit), (3.5-6) Increase to 94% (Post-Secondary Placement)</p> <p>Strategy A: Implement and monitor the master schedule, course matrices, and intervention and enrichment processes that increase the number of students participating and scoring at or above state average on ACT/SAT/Compass/ASVAB</p> <p>Strategy B: Implement and monitor master schedule, course matrix, transcript audits, and intervention and enrichment processes that increase the percentage of students eligible to take the Technical Skills Assessment (TSA) by 3%</p> <p>Strategy C: Implement and monitor master schedule, course matrix, transcript audit, enrichment and intervention and teacher Advanced Placement certification to increase the number of Advanced Placement (AP) courses offered and the number of students enrolled in AP Courses</p> <p>Strategy D: Implement and monitor master schedule, course matrix, transcript audits, enrichment and intervention, and teacher Advance Placement certification to improve student preparation for AP courses and increase the number of students earning a qualified needed to obtain college credit</p> <p>Strategy E: Implement and monitor master schedule, course matrix, transcript audits, enrichment and intervention, and teacher Advance Placement certification to increase the percentage of graduates placed in: Post-Secondary Education/Career Training/Military or workforce by 100%</p>

Riverview Gardens Plan

Leadership

Goal 3: By spring 2015, the district's 90/90 Attendance Rate will increase to 81.5% as measured by MSIP
Strategy A: Implement district and building level Attendance Task Force to analyze attendance data longitudinally for trends
Strategy B: Implement communication system to inform parents of students who are identified as targeted students whose attendance is below 90% trajectory
Strategy C: Implement attendance and celebration incentives for students maintaining the 90/90 target
Strategy D: Identify and implement alternative educational services for students who require a long-term recoupment due to behavior, truancy, or crisis, including credit recovery, MoVIP, Missouri alternative education services
Goal 4: By 2015 Graduation Rate will increase by 3% to 83% as measured by MSIP
Strategy A: Develop, implement and evaluate a Course progression structure and curricular pathway matrix structure to prepare students to be college and Career Ready
Strategy B: Lead and monitor the fidelity of the RTI processes and Data Team process to ensure successful course completion and matriculation
Strategy C: Increase high school Career and Technical Course Completer rate
Strategy D: Continue to work collaboratively with ACE Learning Center to better meet students' individual needs
Strategy E: Expand opportunities for students at risk of not receiving RGSD high school diploma via on-site credit recovery

Riverview Gardens Plan

Collaborative Cultures

<p>Goal 1: By spring 2015 the district will increase in MPI points in MSIP Standards 1 and 2 in all state tested content areas: ELA 272.3 Math 254.1 Science 239.2 and Social Studies 247.2</p> <p>Strategy A: Implement the three key components of the district's PLC Model as a collective norm within the school community that include: building a collaborative culture; instituting learning as the fundamental purpose; and establishing results driven and evidence based decision-making process</p> <p>Strategy B: Monitor the impact PLC implementation has on the culture of learning using data from surveys results administered three times during the school year (October, February, and May).</p> <p>Strategy C: Improve the collaboration between Special School District and RGSD in analyzing student data and responding to individual student needs</p> <p>Strategy D: Cultivate a partnership for student success with parents by providing information regarding Essential Learning Targets, student performance and progress towards meeting academic standards (student itemized data report) (aligned to student's individual learning plan)</p> <p>Strategy E: Develop, implement and evaluate a student support services program that is aligned with the Response to Intervention and Instruction (RTI) program.</p>
<p>Goal 2: By Spring 2015, the district will increase in MSIP Standard 3 by: (3.1-3) increase to 34%, (3.4) increase to 29%, (3.5-6) increase to 94%</p> <p>Strategy A: Improve the collaboration between Special School District and RGSD in analyzing student data and responding to individual student needs</p> <p>Strategy B: Cultivate a partnership for student success with parents by providing information regarding Essential Learning Targets, student performance and progress towards meeting academic standards (student itemized data report) (aligned to student's individual learning plan)</p> <p>Strategy C: Develop, implement and evaluate a student support services program that is aligned with the Response to Intervention and Instruction (RTI) program.</p>
<p>Goal 3: By the conclusion of the 2014-2015sy, Riverview Gardens School District will increase from the previous year's baseline of 78.5% the number of students whose attendance is less than 90% by 3% (81.5%) as measured by Pulse Data System on June 30, 2015</p> <p>Strategy A: Implement district and building level Attendance Task Force to analyze attendance data longitudinally for trends</p> <p>Strategy B: Implement communicate system to inform parents of students who are identified as targeted students</p> <p>Strategy C: Implementation of attendance incentives for students maintaining the 90/90 target</p> <p>Strategy D: Identify and implement alternative means of education for students who require a long-term assignment due to consistent disruptive behavior</p>

Riverview Gardens Plan

Collaborative Cultures

Goal 4: By 2015 Graduation Rate will increase by 3.2% from of the previous year's baseline of 79.8% to 83% as measured by MSIP three year average

Strategy A: Monitoring the number of teams report meeting their achievement goal on the PLC Team Survey given at the end of each semester.

Strategy B: Improve the collaboration between Special School District and RGSD in analyzing student data and responding to individual student needs

Strategy C: Cultivate a partnership for student success with parents by providing information regarding Essential Learning Targets, student performance and progress towards meeting academic standards (student itemized data report) (aligned to student's individual learning plan)

Strategy D: Develop, implement and evaluate a student support services program that is aligned with the Response to Intervention and Instruction (RTI) program.

Goal 5: By the conclusion of the 2014-2015sy, discipline referral rates will decrease by 3,986 from the previous year's baseline of 8,986 as measured by Pulse Data System on June 30, 2015

Strategy A: Develop and implement district and building-wide Positive Behavior Intervention Support (PBIS) teams to analyze discipline data for trends and the development of intervention strategies

Strategy B: Implement PBIS universals, building-wide, with a focus on response to intervention (RTI) strategies

Strategy C: Develop external partnerships to provide embedded service providers district-wide to address the social emotional needs to students

Riverview Gardens Plan

Curriculum and Assessment

Goal 1: By spring 2015, the district will increase in MPI points in MSIP Standards 1 and 2 in all state assessed content areas: ELA 272.3; Math 254.1; Science 239.2; and Social Studies 247.2

Strategy A: Identify Essential Learning Targets (ELTs) for each core content area aligned to the Missouri Learning Standards

Strategy B: Develop quarterly assessments aligned to the district's Essential Learning Targets for each core content area for grades K – 12

Strategy C: Develop and implement a comprehensive K-12 technology curriculum to meet 21st Century learning goals

Strategy D: Use district, state and federal assessment data to monitor the effectiveness of the district's curriculum as it relates to student achievement

Strategy E: Implement a comprehensive assessment system to include the administration of building level formative assessment aligned to district ELTs; district level benchmark assessments and state summative assessments

Strategy F: Implement and monitor Assessment FOR Learning practices to ensure mastery learning

Strategy G: Evaluate the district technology resources to ensure compatibility to the needs of curriculum development and the administration of the SMARTER Balance Assessments

Goal 2: By Spring 2015, the district will increase in MSIP Standard 3 by: 3.1-3 Increase to 34% (ACT/SAT/Compass/ASVAB) 3.4 Increase to 29% (AP/TSA/Dual Credit) 3.5-6 Increase to 94% (Post-Secondary Placement)

Strategy A: Increase the number of students participating and scoring at or above state average on ACT/SAT/Compass/ASVAB by 3%

Strategy B: Increase the percentage of students eligible to take the Technical Skills Attainment (TSA) by 3%

Strategy C: Increase the number of Advanced Placement (AP) courses offered and the number of students enrolled in AP Courses by 3%

Strategy D: Improve student preparation for AP courses and increase the number of students earning a qualified score needed to obtain college credit

Strategy E: Increase the percentage of graduates placed in: Post-Secondary Education/Career Training/Military or workforce by 1%

Riverview Gardens Plan

Curriculum and Assessment

<u>Goal 3:</u> By Spring 2015, the district's 90/90 Attendance Rate will increase to 81.5% as measured by MSIP
Strategy A: Improve the accuracy of the district's attendance data collection process—recording and reporting
Strategy B: Develop and monitor a Tiered Attendance System to identify students at risk of meeting the 90/90 attendance goal
Strategy C: Develop a system to allow students to regain instructional time to meet individual learning goals
<u>Goal 4:</u> By 2015 Graduation Rate will increase by 3% to from the previous 3-year average baseline of 80% to 83% as measured by MSIP
Strategy A: Develop, implement and evaluate a structure to prepare students to be College and Career Ready to include pathways and progressions
Strategy B: Increase high school course completion rate
Strategy C: Continue to work collaboratively with ACE Learning Center to better meet students' individual needs
Strategy D: Expand opportunities for students at risk of not receiving RGSD high school diploma

Riverview Gardens Plan

Effective Instruction

Goal 1: By spring 2015, the district will increase in MPI points in MSIP Standards 1 and 2 in all state tested content areas: ELA 272.3 Math 254.1 Science 239.2 and Social Studies 247.2

Strategy A: Utilize building Instructional Coaches to provide embedded professional development to model and provide feedback to teachers with a focus on high level questioning and classroom discourse

Strategy B: Provide district-wide professional development focusing on three Missouri Educators Evaluation System standards: (1.1) Improving Teacher Content Knowledge; (1.2) Increasing Student Engagement and (7.2) Analyzing and Responding to Student Data/Work

Strategy C: Implement and evaluate an instructional management system that includes the Professional Learning Communities Model and effective implementation of the Data Team process

Goal 2: By Spring 2015, the district will increase the percentage of students in grades K-5 reading at or above grade level by 10% as measured by the Fountas and Pinnell Reading Assessment

Strategy A: All elementary K- 5 teachers will have on-going training and coaching from Missouri Reading Initiative specialist.

Strategy B: Reading Specialist in each school will work with identified students in Leveled Guided Reading Groups supporting targeted reading skills

Strategy C: Administrators and instructional coaches will monitor student progress and support effective implementation of the District's Balanced Literacy "Look Fors"

Goal 3: By Spring 2015, the district increase the percentage of students reading at or above grade level by 10% as compared to data from SY 2013-14 of 41% for grades 6-12 as measured by Scholastic Reading Inventory

Strategy A: Implement and evaluate an effective Response to Intervention and Instruction (RTI) program

Strategy B: Train teachers in providing students with individualized reading instruction utilizing the Adaptive Software of Read 180 and System 44

Strategy C: Teachers will teach reading and writing strategies in all content areas to improve comprehension and vocabulary development

Riverview Gardens Plan

Effective Instruction

Goal 4: By May 2015, the percentage of teachers applying research-based instructional strategies will increase to 50% as compared to baseline data of 25% from SY 2013-14 as measured by District Walkthrough Data

Strategy A: Provide an Instructional Coach to support teachers in each building with embedded modeling and feedback toward continuous improvement

Strategy B: Provide high-quality PD focused on district targeted Marzano's Instructional Strategies to increase student engagement

Strategy C: Conduct monthly individual teacher-principal meetings to discuss Professional Growth Plans

Goal 5: By May 2015, 50% of all teachers will be rated as Proficient or Distinguished as measured by the Missouri Educators Evaluators System using SY 2014-15 as the baseline year

Strategy A: Improve the District's Attracting and Recruiting Efforts to ensure 100% of RGSD staff will meet the definition of "highly qualified" for their position as defined by DESE's highly qualified teacher (HQT)

Strategy B: Administrators and staff will receive ongoing PD on the expectations and implementation of the MEES document

Strategy C: Teachers will receive immediate and descriptive feedback aligned to classroom observation utilizing the MOSIAC Software Tool

Strategy D: The district will provide support to teachers with PD aligned to the MEES Standards of focus:

1.1 Content Knowledge; 1.2 Student Engagement and 7.2 Student Assessment and Data Analysis

Strategy D: The district will monitor each building's implementation of the PLC model and the Data Team process to support improvement in instruction and assessment practices

Normandy Schools Collaborative Assessment and Monitoring Plan

Matt Goodman, Ph.D.

Director of Assessment & Program Evaluation

EducationPlus

Needs Expressed by Normandy

Assistance in

1. Building the understanding of leaders, teachers, board and stakeholders around:
 - MSIP system
 - District performance
 - Historical
 - Current
 - Needed
2. Compiling, measuring, monitoring and communicating performance

Planned Responses for Meeting the Expressed Needs: Processes & Products

- Processes and Structures for Building Understanding
 - Sessions have been held with the superintendent and leadership team on MSIP system and historical performance
 - Connections to the establishment of a monitoring schedule
- Customized products that will allow for the need of compiling, measuring, monitoring and communicating performance to be met.

Normandy Schools Collaborative

2015-2015 Monitoring Schedule with Proposed Measures

State Assessment
(September)



Report	Reportable Months	S1 and 2 Achievement				S3 CCR			S4 Attend	S5 Grad
		ELA	Math	Sci	SS	1-3	4	5-6	Rate	Rate
State Assessment (September 24)	2014-2015 School Year	X	X	X	X	N/A	N/A	N/A	N/A	N/A
APR (October 22)	2014-2015 School Year	MSIP5 2015 Results	MSIP5 2015 Results	MSIP5 2015 Results	MSIP5 2015 Results	MSIP5 2015 Results	MSIP5 2015 Results	MSIP5 2015 Results	MSIP5 2015 Results	MSIP5 2015 Results
1 st Monitoring Report (November 12)	August & September 2015	District Assessments	District Assessments	TBD	TBD	# YTD w compare	# in Courses w compare	# Grads Placement Known w compare	Rate YTD w compare	Number of Drops YTD w compare
	October 2015	District Assessments	District Assessments	TBD	TBD	# YTD w compare	# in Courses w compare	# Grads Placement Known w compare	Rate YTD w compare	Number of Drops YTD w compare
	November 2015	District Assessments	District Assessments	TBD	TBD	# YTD w compare	# in Courses w compare	# Grads Placement Known w compare	Rate YTD w compare	Number of Drops YTD w compare
2 nd Monitoring Report (February 11)	December 2015	District Assessments	District Assessments	TBD	TBD	# YTD w compare	# in Courses w compare	# Grads Placement Known w compare	Rate YTD w compare	Number of Drops YTD w compare
	January 2016	District Assessments	District Assessments	TBD	TBD	# YTD w compare	# in Courses w compare	# Grads Placement Known w compare	Rate YTD w compare	Number of Drops YTD w compare
	February 2016	District Assessments	District Assessments	TBD	TBD	# YTD w compare	# in Courses w compare	# Grads Placement Known w compare	Rate YTD w compare	Number of Drops YTD w compare
3 rd Monitoring Report (June 23)	March 2016	District Assessments	District Assessments	TBD	TBD	# YTD w compare	# in Courses w compare	# Grads Placement Known w compare	Rate YTD w compare	Number of Drops YTD w compare
	April 2016	District Assessments	District Assessments	TBD	TBD	# YTD w compare	# in Courses w compare	# Grads Placement Known w compare	Rate YTD w compare	Number of Drops YTD w compare
	May & June 2016	District Assessments	District Assessments	TBD	TBD	# YTD w compare	# in Courses w compare	# Grads Placement Known w compare	Rate YTD w compare	Number of Drops YTD w compare

2015 MSIP5 APR
(October)



November



February



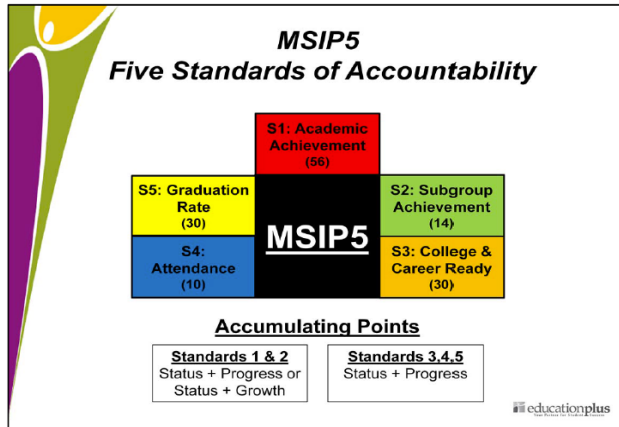
June



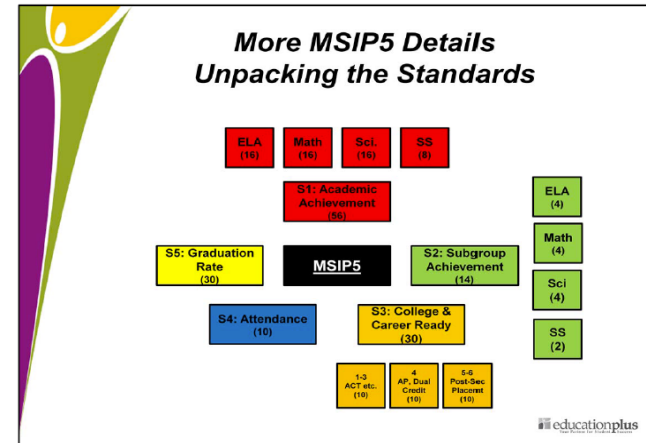
Three monitoring reports over the course of the year.

Product Samples

MSIP System



Through discussion/presenting the MSIP5 system can be framed for employees or stakeholders. The sample provided here is organized around MSIP5 and content area connections from MAP.



Through a simple graphic, users can understand how the MSIP5 system works, what points are available for each standard, and what sub-standards constitute and contribute to the overarching larger standard.

SAMPLE MPI Calculations

- Example 1**

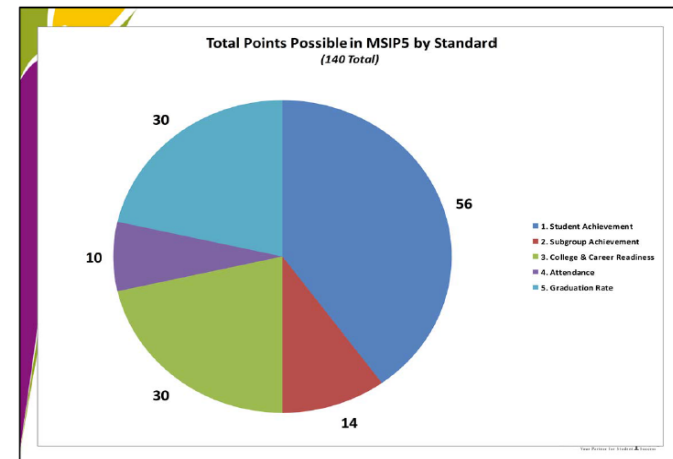
Below Basic	10%	*	1	=	10
Basic	40%	*	3	=	120
Proficient	40%	*	4	=	160
Advanced	10%	*	5	=	50
TOTAL					340
- Example 2**

Below Basic	5%	*	1	=	5
Basic	35%	*	3	=	105
Proficient	50%	*	4	=	200
Advanced	10%	*	5	=	50
TOTAL					360

MPI's can range
from a low of 100 (100% = Below Basic)
to a high of 500 (100% = Advanced).

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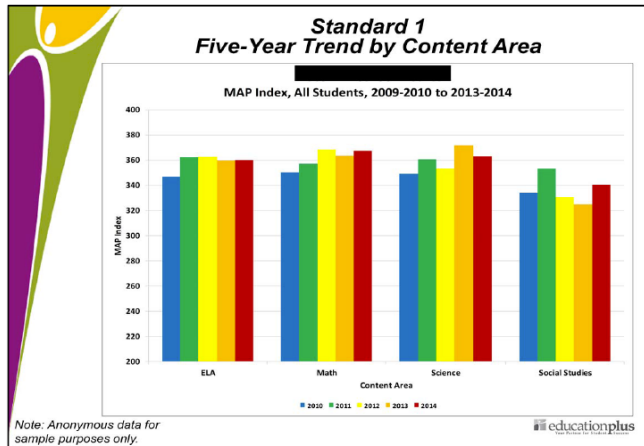
This sample provides a demonstration of performance through two example scenarios.



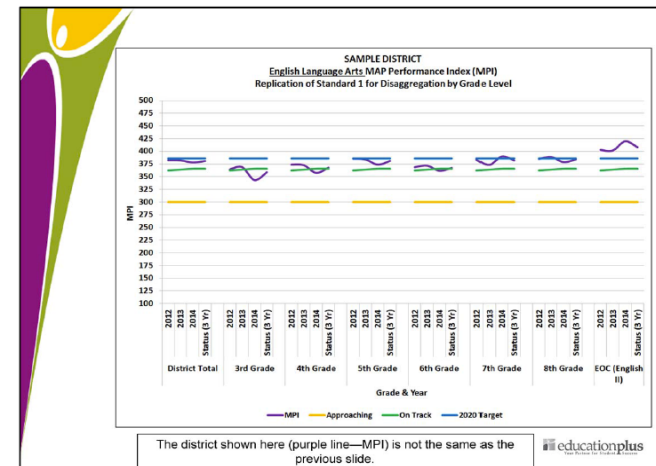
Simple visuals to demonstrate how the system works, from a points perspective.

Product Samples

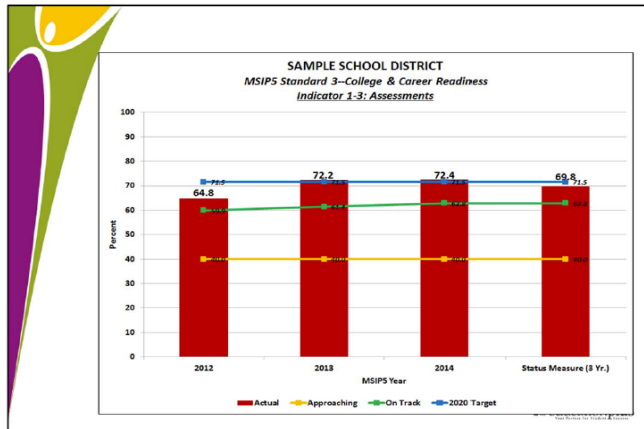
District Results



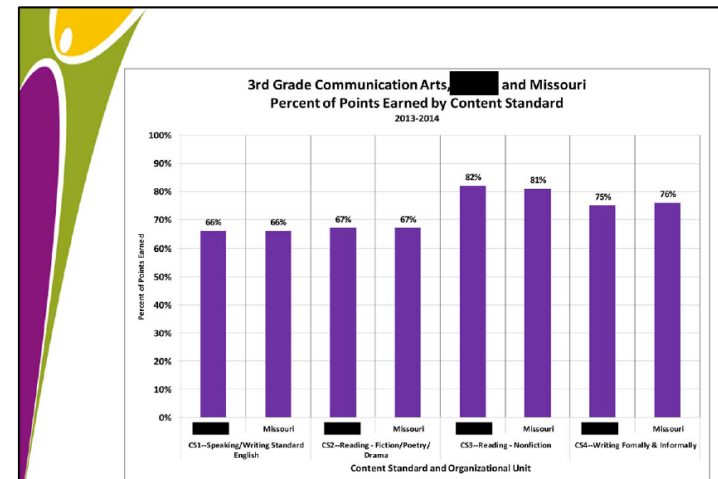
Data associated with student achievement and the new MPI approach can be presented across content areas and across years through simple means such as this bar chart.



MPI values can also be produced to understand trends for specific districts or to compare district performance.



The standard and associated target values to the point levels can be represented for all standards. This sample shows standard 3, College & Career Readiness, indicators 1-3—assessment.



Note: Anonymous data for sample purposes only.

Professional Development Opportunities

**Jennifer Tiller, Ed.D.
Chief Academic Officer
EducationPlus**

Identifying Aligned Professional Development Opportunities

- Collected, organized and categorized professional development offerings that partnering districts are making available to staff from Normandy and Riverview Gardens.
- 291 opportunities have been shared and analyzed against each district's plan.
 - Identified 112 offerings (38%) in first semester that align with the categories of Leadership, Collaborative Cultures, Curriculum & Assessment and Effective Instruction.

Identifying Aligned Professional Development Opportunities

	A	B	C	D	E	F	G
1	Event Date	Event Time	School District	Event Location	Professional Learning Content Strand	Event Title and Description	# of Seats Available
2	7/16/2015	8:00-11:30	Francis Howell	District Office-4545 Central School Rd, 63304	IS, L	Classroom Instruction that Works-component 1 refresher (for administrators)	10
3	7/22/2015	12:30-3:30	Francis Howell	TBD	IS, L	Make-Up Session: Classroom Instruction that Works component 1 refresher (for administrators)	10
4	7/28/2015	8:00-2:00	Francis Howell	District Office-4545 Central School Rd, 63304	IS,C	New Teacher Orientation: Mo Learning Standards, SpEd 101, PLC 101, Curriculum breakouts	10
5	7/28/2015	8:00-2:00	Francis Howell	District Office-4545 Central School Rd, 63304	IS, C	New SpEd Teacher Orientation: Mo Lrn Std, SpEd 101, PLC 101, Case Mgr Expectations, Netchemia, IEP Process	10
6	7/28/2015	8:00-2:00	Francis Howell	District Office-4545 Central School Rd, 63304	C, I	New Counselor Orientation: Mo. Lrn. Std, SpEd 101, PLC 101, 504, Mandated reporting, handbook, interventions	10
7	7/28/2015	8:00-2:00	Francis Howell	District Office-4545 Central School Rd, 63304	EC, IS, C	New Early Childhood Teacher Orientation: Mo Lrn. Std, SpEd 101, PLC 101, curriculum, assessment tool, instructional resources	10
8	7/29/2015	9:30-12:00	Francis Howell	District Office-4545 Central School Rd, 63304	TI	New Teacher Orientation: infinite cmapus, website training, technology 101	10
9	7/30/2015	8:00-3:00	Francis Howell	District Office-4545 Central School Rd	IS, SC, I, TL, E	Classroom Instruction that Works (Overview & Objective), classroom environment, PBIS/Character Ed, technology breakout	10

+ ≡ ▾ Hancock Place ▾ Hazelwood ▾ EdPlus ▾ Ferguson Florissant ▾ Ft. Zumwalt ▾ Francis Howell ▾ Jennings ▾ Kirkwood ▾ Ladue ▾ Lindbergh ▾ Mehl

Identifying Aligned Professional Development Opportunities

	A	B	C	D	E	F
1	Event Date	Event Time	School District	Event Location	CSIP Alignment	Event Title and Description
49	9/1/15	9:00-10:00 a.m.	Lindbergh	Lindbergh Schools Administration Building, 4900 S. Lindbergh Blvd., St. Louis, MO 63126	L	District Walkthroughs-Administrators Only
50	9/2/15	3pm-5pm	Ritenour	HS Media Center	EI	Classroom Management Part II
51	9/2/15	4pm-6pm	Ritenour	MS Assembly Room		CLR Intermediate Training-Part 1
52	9/2/15	4pm-6pm	Ritenour	MS Cafeteria	EI	Classroom Management Part II
53	9/3/15	8:30 - 11:30	Kirkwood	Administrative Services Center 11289 Manchester Rd. Kirkwood, Mo.	EI	Instructional Specialists Meeting: Facilitate multilevel supports for literacy and math interventions at the building level.
54	9/4/15	1:00-4:00 p.m.	Lindbergh	Al B. Moore Leadership Center, 13270 Maple Dr., St. Louis, MO 63127	L	AYP Principal Meetings-administrators only
55	9/4/15	2 Hour Early Dismissal Secondary	Mehlville	TBA	CA	Power Standards-Department Chairs
56	9/4/15	2 Hour Early Dismissal Elementary	Mehlville	TBA	L	Overview-Student Learning Objective-
57	9/8/15 10/6/15 11/3/15 12/1/15	4:30 PM	Rockwood	Administrative Annex	CA	Quality Assessment For and Of Learning - Elementary Teachers - Focus on assessment practices
58	9/9/15	4pm-6pm	Ritenour	Kratz Library		Promethean Training Workshop for Beginners Semester 1- Tools
59	9/10/15	8:00-3:00	Francis Howell	District Office- 4545 Central School Rd, 63304	L	LEAP: (aspiring administrator program): Welcome, Safety, Facilities, Emergency procedures; PBIS/Character Ed, Parent involvement, Principal Panel; Communication, relationships, discipline; Interviews/resumes, Strengths Finder, budget; SpEd, Deescalation
60	9/10/15, 10/8/15 11/5/15 1/7/16 2/4/16 3/3/16	12:45 -2:15PM	Rockwood	Administrative Annex	EI	PDC Meetings: Visible Learning Strand - A portion of our PDC meetings will be dedicated to a series of presentations regarding Visible Learning
61	9/10/15	11:30 a.m.-2:30 p.m. (MS/HS) or 12:30-3:30 p.m. (EL)	Lindbergh	Al B. Moore Leadership Center, 13270 Maple Dr., St. Louis, MO 63127		Professional Development Committee meeting
62	9/11/15	9:00-11:30 a.m.	Lindbergh	Lindbergh Schools Administration Building, 4900 S. Lindbergh Blvd., St. Louis, MO 63126	EI	Literacy support training - elementary
63	9/14/15	1:00 - 3:00	Kirkwood	Administrative Services Center 11289 Manchester Rd. Kirkwood, Mo.	CC	District-Wide Counselor's Meeting: Facilitate students' competencies in personal, inter-personal, educational and vocational development. Responding to the needs of the students, parents and school, the District Guidance Program is both pro-active and responsive, is accessible to all students, and strives to maximize each student's capacity to become a responsible, productive, and self-directed citizen.
64	9/15/15 10/7/15	4:30 PM	Rockwood	Administrative Annex	CC	Creating a Culture for Teaching and Learning - Elementary Teachers - Insights regarding effective classroom management, establishing positive relationships, and creating an inviting classroom environment

District Partnerships: Three Examples

Parkway

Ladue

Pattonville

Normandy – Parkway Partnership

- Administrative Collaboration
- Professional Learning for New Teachers
- Data Teams
- Curriculum and Instruction
 - Balanced Literacy and Math Best Practices
- Growing Future Teachers
- Middle School Grant



Riverview Gardens – Parkway Partnership

- High School Science and Math Collaboration
- Learning Walks
- Principal Collaboration



Normandy/Ladue/Pattonville Partnership (at Washington Elementary School) A Results Focused Research Collaborative

The following action steps directly support implementation of Normandy's CSIP Plan.

- **Developed job description for instructional coach in collaboration with Normandy based on the needs of the school and posted.**
- **Jointly interviewed and selected instructional coach positions filled by current or former Pattonville and Ladue teachers (Pattonville one full time and Ladue one part time).**
- **Provide administrative mentoring by a Ladue Schools principal for the Washington Elementary School Principal**

Action steps continued

- **Provide data team training and implementation support delivered by Pattonville and Ladue staff, which will include job-embedded professional development**
- **Hold regularly scheduled leadership meetings with Normandy, Ladue and Pattonville to review data, observe the data team process, and identify specific professional development needs based on the data.**
- **Washington Elementary will use the same formative/interim assessment as Pattonville (e.g. eValuate) to monitor student progress. Quarterly progress reports will be presented to the Normandy, Pattonville, and Ladue Boards of Education.**
- **Partner with UMSL to conduct a formal research study:**
 - **Use formative/interim assessment to compare student growth across districts; and**
 - **Identify, examine, and evaluate research-based instructional strategies that are proven to be effective at Washington Elementary and partner districts.**

Dialogue

**Governor
Superintendents**

Reference: Counts and Percentages

		2012-2013	2013-2014	2014-2015	2015-2016
Normandy Schools Collaborative	District Enrollment	4,153	2,936	3,493	3,493
	Student Transfers	N/A	1,083	420	553
	Total Students (Enrollment + Transfers)	4,153	4,019	3,913	4,046
	Percent of Total Students in District (Enrollment/Enrollment + Transfers)	100.00	73.05	89.27	86.33
Riverview Gardens	District Enrollment	5,931	4,870	5,143	5,143
	Student Transfers	N/A	1,122	726	619
	Total Students (Enrollment + Transfers)	5,931	5,992	5,869	5,762
	Percent of Total Students in District (Enrollment/Enrollment + Transfers)	100.00	81.28	87.63	89.26
Total (Both Districts Combined)	District Enrollment	10,084	7,806	8,636	8,636
	Student Transfers	N/A	2,205	1,146	1,172
	Total Students (Enrollment + Transfers)	10,084	10,011	9,782	9,808
	Percent of Total Students in Districts (Enrollment/Enrollment + Transfers)	100.00	77.97	88.28	88.05